DOCUMENT RESUME

ED 181 211 CE 023 634

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TITLE	Final Third Party Evaluation Report on Harrisburg City School District's EBCE Program.
INSTITUTION	Educational Research and Development Associates, West Chester, Pa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	30 Jun 79
NOTE	67p.: Not available in paper copy due to weak print: For a related document see CE 023 632
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Alternative Schools: *Career Education: Career Exploration: *Educational Alternatives: Employer Attitudes: *Evaluation Methods: *Experiential Learning: Participant Satisfaction: *Program Evaluation: Secondary Education
IDENTIFIERS	*Experience Based Career Education: *Pennsylvania (Harrisburg)

ABSTRACT

An evaluation was conducted of the Harrisburg (Pennsylvania) experience-based career education (EBCE) program at the end of a three-year operating period. Evaluation data were collected in the following ways: (1) regular meetings with the project coordinator and EBCE staff: (2) on-site observations of program activities: (3) results from pre- and posttesting of students: (4) inspection of employer evaluations of students: (5) interviews with students: (6) telephone survey of parents of students in the program: (7) conversations with resource persons at experience sites: (8) results from employer questionnaires: and (9) inspection of attendance records of the students. Results indicated that EBCE program implementation was successful in providing a viable educational alternative. The program met the needs of a group of students who might not otherwise have remained in school and provided career exploration opportunities which motivated some of the students to continue their education. Still other students received employment opportunities as a result of their participation in the program. Two factors identified in the success of the program were location of the program in a facility other than the high school building and quality of the staff. While the program was successful, it never reached its full potential in terms of number of participants. (BM)

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ERANDA

FINAL THIRD PARTY EVALUATION REPORT

ON HARRISBURG CITY SCHOOL DISTRICT'S

EBCE PROGRAM

1978 - 1979

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June 30, 1979

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I. Introduction

This is the final evaluation report for the Harrisburg City School District's Experience-Based Career Education (EBCE) Program. The program has been in operation for three years and federal funding terminates on June 30, 1979. This report will present data for the evaluation of the program for this year and will review the data for the three-year period. The findings will be reported by objective.

This report has been prepared after a thorough examination of the objectives utilizing data gained in the following ways:

1. Regular meetings with the Project Coordinator and EBCE staff.
2. On-site observations of Program activities.
3. Results from pre and posttesting of students in the program.
4. Inspection of employer evaluations of students.
5. Interviews with students.
6. Telephone survey of parents of students in the program.
7. Conversations with resource persons at experience sites.
8. Results from employer questionnaires.
9. Inspection of attendance records of students.

II. General Comments

The EBCE program implementation in the Harrisburg City School District would have to be viewed as successful in providing a viable educational alternative. The program met the needs of a group of students who might not otherwise have remained in school and it provided career exploration opportunities which motivated some of the students to continue

their education. Still others received employment opportunities as a result of their participation in the program.

The program was successful for several reasons. During the first two years the program was housed in a former elementary school and was known as the Keen Learning Center. The facility was more than adequate for the program's needs. During the last year it was housed in another former elementary school which was adequate, but lacked some of the features available at the Keen Learning Center. Locating the program in a facility other than the high school building was a factor in contributing to the success of the program.

Another factor in the success of the program was the quality of the staff. Mr. Gerald Steger provided excellent leadership during the first two years of the program. During the past year, Mr. Steger was the principal of John Harris Senior High School and while he was still listed as the Project Director, he could not provide the same direction he gave the program during the first two years. Mr. Gary Study was the site placement specialist and counselor during the first two years and during the past year served as the Director of the program in Mr. Steger's absence. He continued the program under the direction of Mr. Steger and handled all the administrative details and problems for the program. The program was also successful because the Learning Coordinators who worked in the program were well qualified teachers with a sincere interest in the students who participated in the program.

While the program was successful, it never quite reached its full potential at least in terms of the number of participants. During Year One there were 34 students in the program. Students entered the program after

the academic year began because the award was late in being announced. The program was initiated in January and functioned very well for a first-year program. Recruiting occurred during the spring of Year One for the second year of the program and 60 students were identified and selected for the second year. The letter of program approval did not arrive prior to the opening of school during Year Two and the administration would not allow the program to operate until the letter was received. Students who originally had indicated that they were going to enter the program had selected other alternatives and when the program approval letter arrived the EBCE staff was faced with another recruitment program. During the second year there were 69 students who were enrolled at one time or another and the year ended with 42 participants. This year, the third year, was again marked with confusion and problems. Students who had indicated they were going into the program were not notified to report to the EBCE center. Students went to John Harris Senior High School and there were no schedules available at the opening of school. It was difficult for EBCE staff to locate students and to get them to the Boas Center. By October the program was operating with 20 students and recruitment continued. Additional students were added at the end of the first quarter and again at the end of the first semester. During the year there were 58 students in the program at various times. At the end of the year there were 26. The small numbers impact upon the cost effectiveness of the program and this was the one serious problem encountered during the three-year period.

III. Findings

This section is organized in the manner in which the evaluation design was developed. Each objective is presented and is followed by the data which was obtained to determine whether or not the objective was achieved.

The first part deals with the structural goals and the second deals with learner goals.

Structural goals. The structural goals are what is often referred to as process objectives. They determine what is to be done during the course of the program. There were ten structural goals and they are presented in order.

Objective 1: EBCE students are offered an integrated, interdisciplinary curriculum.

The third year of the program brought many changes in the implementation of the Appalachian Education Laboratory (AEL) EBCE model. Attempting to prepare for the integration of the EBCE program into the district's educational structure, the EBCE staff made some major changes in the curriculum and in the procedures for teaching that curriculum. Students came to the Boas Center every Monday and Tuesday--two days per week as contrasted with the first two years when they were in the Center only one day a week. A regular class schedule was developed for all students which included mathematics, social studies and English in the morning and career planning in the afternoon. Each of the three Learning Coordinators returned to their subject matter discipline and taught all the students in the EBCE program their particular subject. Additionally, all EBCE students took science from a qualified science teacher assigned to the Boas Arts Center program. Students were given a schedule and spent 45-minute periods in each class. The only interdisciplinary curriculum that continued to exist was the career planning course. All three learning coordinators taught the course in a team teaching situation. However, midway through the second quarter, after consultation with AEL staff, the career planning course students were assigned to one Learning Coordinator who taught the career planning course utilizing competencies which were developed during Year Two as the basis for assignments and grading. In the academic subject matter areas, courses were being

taught as in the high school with lectures, demonstrations, small group activity, etc., and students were being tested on subject matter areas covered. When AEL staff midway through the second quarter suggested the competency approach, the Learning Coordinators changed to the competency approach in the subject matter areas also.

Students were divided into three groups based upon the abilities of the student and the learning activities were developed for students at each of these levels in social studies and English. In mathematics students were divided according to the subject they were taking, i.e., consumer mathematics, Algebra I, Algebra II, etc.

There was some subject matter overlap in learning activities, however, the student was only given a grade in the subject matter in which the learning activity was assigned.

While the first objective had been met in the first two years in which the AEL model had been adhered to, it was not met in Year Three. This was consciously done to improve teaching in the academic areas and to develop a program which could be integrated into the school district's educational structure.

Objective 2: EBCE students who satisfactorily complete the the program will be awarded the academic credit necessary for graduation from high school.

EBCE students who satisfactorily completed the academic requirements of the program were awarded credit which is necessary for graduation. Five seniors passed course work which enabled them to graduate. Two seniors dropped out of school with the intention of taking their GED test in June. Two others dropped out of school and one who did not have the necessary course work and could not have graduated left and entered Job Corps. Eight undergraduate students were recommended for summer school because they failed at least two subjects. Five of these were students who entered

the program during the second semester. One student will have to repeat the junior year.

The objective was met during Year Three just as it had been met during the previous two years. Academic credit was awarded when students satisfactorily completed course work in the EBCE program. With the changes in the program during the third year, however, when the subject matter specialist was teaching only his own subject, there were more students receiving failing grades. This may have been a combination of higher standards on the part of the Learning Coordinators and less qualified students.

Objective 3: Each EBCE student will have his/her total program coordinated and primarily guided by a single staff member.

The change which was made in the teaching procedure impacted upon this objective at the beginning of the year. Students were attending classes with different teachers and were being team taught in career planning. Students were not assigned to one Learning Coordinator as they had been in the past. However, when they switched to competency-based education, the Learning Coordinators received individual students to guide in the area of career planning. They also acted as advisors for these students. The intent of the objective was to have a student assigned to a Learning Coordinator who was responsible for guiding the student's total program and this was not accomplished during the year. The objective was not met, but they had made the decision to change knowing the objective would not be met.

During the first two years the objective was clearly met when the EBCE staff were following the AEL model almost exactly. The modification made in the program was one which the Learning Coordinators felt was a necessary transition before the district incorporated the program into the system and had to provide the necessary financial support.

Objective 4: Each EBCE student will have access to a professional guidance and counseling staff member.

Mr. Gary Study who had formerly provided the guidance and counseling assumed the role of Acting Project Director for the third year. In his former role he had held group counseling sessions on a regular basis and was available to students for personal counseling during the first two years. During this, the third year, Mr. Study conducted no group counseling sessions except during orientation sessions. He did, however, conduct personal counseling with students. Many of the students came to him to inquire about college. He worked with them and tried to give them a realistic picture of what college was like and what would be expected of them. He encouraged them to evaluate themselves and to determine what their capabilities were and what their problems might be upon entering college. As a result, many have made much more realistic decisions. They are seeking colleges with special programs that assist students in developing basic skills and study habits. Many are now considering community colleges as a viable means of beginning their college education.

Students were asked in an interview schedule how many group counseling sessions they had had during the year. Table I (question 7) indicates that 5 said none, 6 said 2 or 3 and 13 said more than 3. The responses of those who said none were suspect because such sessions were held during orientation, but the students probably did not recognize them as group counseling sessions. While there were not organized and formal group counseling sessions during the year, Mr. Study did talk with more than two persons at a time about various topics such as grades, college plans, requirements and responsibilities on site, etc., which students indicated occurred during the year. When asked whether or not the group counseling sessions were of value to them, they all

TABLE I

RESPONSES OF EBCE STUDENTS TO INTERVIEW SCHEDULE

1. Who develops learning activities for you?

   Learning Coordinator 24

2. Do you discuss learning activities with the Learning Coordinator after they have been completed?

   Yes 19 No 5

3. Did you understand what you were to accomplish, etc?

   Yes 21 No 0 Sometimes 3

4. Do you think the learning activities were meaningful for the most part?

   Yes 22 No 2

5. Were the learning activities tailored to your needs and goals?

   Yes 16 No 5 Sometimes 3

6. Was the amount of time spent on learning activities adequate?

   Yes 20 No 3 Sometimes 1

7. How often did you have group counseling?

   None 5 2 or 3 times 6 More than 3 times 13

8. Were they of value to you?

   Yes 19 No 0

9. How would you rate the sex bias and sex role stereotyping sessions?

   Very good 4 Good 15 Fair 3 Poor 0 Very Poor 0

10. Do you think sex should be a factor in obtaining a job or in being promoted?

    Yes 1 No 22 Don't know 1

11. What kinds of problems could develop when a man takes a position that was formerly considered a woman's job or a woman takes a position that was formerly considered a man's job?

    Other employees 14 Might not be able to perform well 3
    Depends on job 2 None 2 Unfair treatment 1 Family pressure 1
    Don't know 1 Pressure or uncomfortable 3

TABLE I (CONTINUED)

12. Did you seek any personal counseling?

Yes 13 No 11 Once 3 2 or 3 times 3 More than 3 times 7

13. Was personal counseling helpful?

Yes 13 No 0

14. How many employer sites have you attended?

None 1 One 4 Two 4 Three 4 Four 3 Five 5
Six 1 More than six 2

15. Were you satisfied with the number of sites available?

Yes 22 No 2

16. Were you satisfied with the types of sites available?

Yes 23 No 1

17. How would you rate the effectiveness of the EBCE programs in the following areas using a scale of 1 to 5 with 1 being "Very Ineffective" and 5 being "Very Effective."

	1	2	3	4	5	Mean
Learning basic academic skills		1	3	13	7	4.08
Learning good work habits		1	6	10	7	3.96
Learning to be aware of more career opportunities				7	17	4.70
Learning to work with others			3	7	14	4.46
Learning to have a positive attitude toward work		1	3	9	11	4.25
Learning to assume responsibility for yourself			1	10	13	4.42
Learning to make decisions and follow through on them		1	5	8	10	4.13
Learning to communicate with others in a mature way			2	5	17	4.63
Developing a positive attitude toward yourself			4	7	13	4.38
Learning to think through and solve problems			4	14	6	4.08
Improving your interpersonal and social skills			4	9	11	4.29

18. How would you compare the EBCE learning environment (program) with your experience at John Harris?

Better 23 Same 1 Worse 0

TABLE I (CONTINUED)

19. Do you think this program helped you to develop an understanding of your interests and capabilities?

Yes 21 No 3

20. To what degree were you satisfied with the EBCE program?

Very satisfied 14 Satisifed 7 Neutral 3 Dissatisfied 0
Very Dissatisfied 0

21. How important would you say it is to develop marketable skills?

Very important 15 Important 8 Neutral 1 Unimportant 0
Very unimportant 0

22. What kinds of job sites were you in? What kinds of tasks do these jobs require and what are the qualifications for the job?

Appropriate response 18 Some appropriate and some inappropriate 4
Inappropriate 1 No experience 1

23. What are your future plans and how would you go about securing training for the skills needed?

Appropriate response 22 Inappropriate response 2

24. For Seniors Only. Do you have a job?

Yes 5 No 1

Comments:

Helped in developing career plans	11
Probably would have quit school	4
Got part-time job as result of program	2
Academics a lot better this year	2
Teachers helpful	
Work at own speed	
More responsible	
Grades dropped since coming into program, but it's all right	
Didn't like change in academic program this year	

said "yes." Thirteen students sought personal counseling from Mr. Study and all said that he was helpful.

Additionally, sex-role stereotyping and sex bias sessions were held during the year. Students were asked their evaluation of these sessions and the responses were positive. Four said they were very good, 15 said good and 3 said fair.

The objective was met.

During the first year Mr. Study conducted group counseling sessions on a regular basis and was available for personal counseling both of which students attended and felt were helpful. The second year the group counseling sessions were held, but on a less regular basis and the sex-role stereotyping and sex bias sessions began to take the place of the group counseling. Finally, during the third year, group counseling sessions were restricted to the orientation periods and much more of the counseling and advising was handled by the Learning Coordinators in their career planning classes.

Objective 5: Each EBCE student has a sequence of learning activities in a variety of modes, tailored to her/his individual goals, needs, abilities and interests.

The Learning Coordinators after switching to competency-based education utilized a variety of modes which were, for the most part, tailored to the needs of the students. As before, they did not always address the interests of the students. An attempt was made to tailor the learning activities to the ability level of the student. Learning activities designed to achieve a particular competency were written at three levels. This was achieved at the end of the second year after a workshop with AEL staff. The materials, however, were not used at the beginning of the school year, but from late November on they were utilized with the students.

In the student interview students were asked if they understood what they were to accomplish in the learning activities and all but 3 said yes, but those 3 said they did understand sometimes. When asked if they thought the learning activities were meaningful, for the most part, 22 said yes while only 2 said no. Sixteen stated that the learning activities were tailored to their needs and goals, while 5 said they weren't and 3 said that they sometimes were. Twenty said they spent an adequate amount of time on the learning activities while 3 said they didn't. One of those said they spent too much time on them. Another said that on some they spent adequate time, but on some they didn't.

All indications are that the objective was partially met. The learning activities were in a variety of modes, they were meaningful, and an attempt was made to tailor them to the needs and goals of the students. However, some students felt that they weren't tailored to their needs.

The objective has been partially met in all three years. The objective is an ideal for which to strive, but in the real-life situation of the classroom it is unreasonable to expect that 100 percent of the students would feel that learning activities are tailored to their needs and goals. The Learning Coordinators did a fine job over the three years and showed great progress with the competency-based approach written at three levels.

Objective 6: Each EBCE student will have access to a variety of employer sites commensurate with her/his career, academic and personal needs and interests.

Students were interviewed by ERANDA staff on May 22 and May 30. When students were asked how many employer sites they had attended, the responses ranged from none for a freshman girl who had just entered the program during tne last month to 7. The modal response was 5. Considering the fact that over half of those interviewed came into the program after October, the number of sites attended was good.

An attempt was made to determine whether or not students themselves were satisfied with the number and types of sites which were available to them. As Table I shows, 22 of the 24 students were satisfied with the number of sites available to them and 23 of the 24 were satisfied with the types of sites available to them. One student who expressed dissatisfaction with the number of sites felt that there should have been more sites for those interested in the law or other legal areas. The two students who were not satisfied with the types of sites wanted a placement as a fireman and in the airline industry.

The criterion for objective 6 was 85 percent of the students indicating access to a variety of employer sites commensurate with their career, academic and personal needs and interests and this was met. The objective was clearly met in this the third year of the program. During Year One the objective was not met when 7 were dissatisfied with the types of sites available and during Year Two there were 13 who were dissatisfied with the types of sites available. Since there was no change in the types of sites available, we would have to conclude that the clientele in the program this year were different from those in previous years. The Project Director has indicated that they have added many students this year who were problem students at the high school. While they have, in the past, added this type student, the students previously had been negative and this carried over. Many of the current students were so pleased to extricate themselves from what they considered a bad situation at the home school that they were very positive about the program and what it had to offer.

Objective 7: All EBCE learning procedures, goals and resources are integrated into a simple, coordinated instructional system.

During the third year when the Learning Coordinators changed to competency-based education, they moved toward the accomplishment of this

objective. They had developed competencies and learning activities at the end of the second year and when they went back to the materials previously developed they almost achieved the objective. The same problem that existed previously was still to be resolved. While competencies were developed within subject matter areas and they did attempt to integrate into a simple, coordinated instructional system, it was not universally true. A strong attempt was made to utilize outside resources on learning activities. Resource persons, friends and parents were written into practically every learning activity within the career planning course.

Resources other than personnel at the experience sites were not always utilized in the learning activities, though there was improvement over last year. The objective was partially achieved but progress was made toward eventual achievement of the objective.

During the first year only partial achievement of this objective occurred, but there were obvious areas of weakness, particularly in utilizing the resources and personnel at the sites. The second year saw improvement in this particular area with the development of learning activities which were competency-based and the third year brought about even more improvement. Coordination between the Learning Coordinators and the Resource Person continues to be the area in greatest need of strengthening. While communication occurred between Learning Coordinators and Resource Persons, they did not always attempt to coordinate the activities at the Center with the kinds of experiences which the students received at the experience site. Twenty-five percent of the Resource Persons cited lack of communication with EBCE staff as a problem area.

Objective 8: Effective learning will occur during a student's employer site activities through such mechanisms as preplanning, site analysis, pre-preparation, clear specification of objectives, supervision, etc.

Employers were asked to evaluate the student's performance at the end of each site visitation. The form used was the Student Evaluation Form developed by AEL. The student was rated on personal qualities and then they were asked to make any special comments which they wished to make about the student. Table II gives a breakdown of the employer evaluations of the Harrisburg EBCE students. The ratings were above average in most of the cases rated. In some cases the same employer submitted more than one student evaluation rating form because the student was with more than one Resource Person or because he was there more than one week and they submitted an evaluation form on a weekly basis. Evaluation forms were available on 22 students and 74 evaluation forms were analyzed. Students received the highest evaluations on "friendly and courteous," "follows directions" and "is accepted well by other employees." On the scale "has a sense of humor," only one student was rated below average or poor. Poorest ratings occurred on "asks appropriate questions" and "reports to site on time," however, the latter was offset by the fact that 46 were rated above average on reporting to site on time. Dependability was another area were poorer ratings occurred when 6 employers rated students below average. Most of the poor ratings were attributed to one student at one site who received 4 separate evaluations, all of which were negative in this regard.

Comments made by employers reflected the ratings of the employers. The preponderance of comments were favorable. Seven said the student gets along well with others. Seven said follows directions and carries out assignments, while six more said students were friendly, cooperative, very good worker, and five said they had a good attitude. The negative comments which occurred more than once were "could have asked more questions," "low skill level" and is "shy."

TABLE II

EMPLOYER RESPONSES ON STUDENT EVALUATION

Personal Qualities	Excellent	Above Ave.	Average	Below Ave.	Poor	Not Applicable or No Response
Accepts and understands the needs, feelings and faults of others	8	22	25	3		16
Accepts and fulfills responsibilities	19	17	24	1	1	12
Exercises good judgment	11	16	29	3	1	14
Is friendly and courteous	29	22	17	3		3
Has a sense of humor	17	12	34	1		6
Is accepted well by other employees	22	19	22	1	1	9
Is dependable	19	18	21	5	1	10
Is willing to accept suggestions	17	20	24	2		11
Conscientious in fulfilling assignments	15	22	20	2	2	13
Follows directions	21	22	22	1	2	6
Work is neat and accurate	16	17	23	3	1	14
Is honest and sincere	22	15	23	1	2	11
Asks appropriate questions	16	17	25	9		7
Reports to site on time	26	20	14	6	2	6
Is cooperative and industrious	21	18	19	3	1	12

Special Comments

Strengths		Weaknesses	
Gets along well	7	Shy	5
Follows directions and carries out assignments	7	Low skill level	3
Very good worker	6	Could have asked more questions	3
Friendly and cooperative	6	Left job early	1
Good attitude	5	Attendance problem	2
Excellent appearance	3	Lacked interest in area	2
Interested	3	Needs self-discipline--left area without permission	1
Able to deal with difficult situations	1	Not attentive	1
Learned how to work under pressure to meet deadlines	1	Doesn't understand importance of being prompt	1

Questionnaires were mailed to 51 Resource Persons currently being utilized by the EBCE program. Twenty-eight questionnaires were returned by June 15, 1979. Table III gives the responses of the resource persons completing the questionnaire. Twenty-four respondents indicated that the EBCE staff provided them with necessary information to help direct the students' activities at their site, while 4 others said that this was true sometimes. Students showed the Resource Person their activity sheets in 19 places, but in 9 others they indicated that this occurred only sometimes. EBCE staff explained the reason for a particular placement according to 25 respondents, while 2 said they didn't and 1 said they sometimes did. Only 13 said they received feedback on student's progress, while 7 said they didn't receive feedback and 8 more said they received feedback sometimes. Supervision was performed frequently by 15 Resource Persons and 9 more said they occasionally supervised. Eleven help plan student assignments frequently and 12 more said that they help plan student assignments occasionally.

Resource persons again noted problems which have existed in the program for the past three years. Question number 17 asked them to indicate weaknesses in the program and 7 indicated that there was not enough feedback and communication between EBCE staff and the Resource Person. Five more indicated that students should be better prepared before going to the site. In some cases preparation would not make any difference because the student did not have the necessary prerequisites as indicated by comments about weaknesses of students such as lack of commitment (4 respondents indicated this), poor academic preparation and/or low skill level of student. Other related comments were better screening of students, inconsistent work habits, information gathered by students is poorly organized, students not ready for work and students are just getting away from school.

TABLE III

RESULTS OF RESOURCE PERSONS' RESPONSES

TO QUESTIONNAIRE ON EBCE PROGRAM
N = 28

1. Did the EBCE staff provide you with the necessary information to help you direct students' activities at your site?

   Yes 24 No 0 Sometimes 4

2. Did students show you their activity sheet?

   Yes 19 No 0 Sometimes 9

3. Did EBCE staff explain the reason for the particular placement?

   Yes 25 No 2 Sometimes 1

4. Did EBCE staff provide you with feedback on student's progress?

   Yes 13 No 7 Sometimes 8

5. Which of the following supportive services do you (or others at your site) provide for the Experience-Based Career Education (EBCE) Program students? (Check each appropriate category).

	Frequently	Occasionally	Seldom	Never
Do you talk about job opportunities?	11	16	1	
Do you talk about the students' personal problems?	3	11	9	5
Do you talk about activities at your site?	23	5		
Do you tutor in an academic area?	1	5	5	17
Do you evaluate individual students' assignments?	11	11	4	2
Do you assist students in non-job related assignments?	3	13	4	8

TABLE III (CONTINUED)

	Frequently	Occasionally	Seldom	Never
Do you supervise students to perform a specific job-related task at your site?	15	9	3	1
Do you help plan student assignments?	11	12	2	3
Other (specify) No Answers				

6. How do students spend their time at your site? (Check each appropriate category).

	Frequently	Occasionally	Seldom	Never	No Answer
Observing site activities	21	6	1		
Researching from site materials	3	11	6	4	4
Actively performing site activities	22	2	3	1	
Talking with me	12	15			1
Talking with other site personnel	16	9	2		1
Individual study	2	11	5	6	2
Other (specify)					

7. Do you think the EBCE students have been interested in your site?

Yes 22 No 4 Don't know 1

8. Based on the EBCE students placed at your site, do you feel these students were interested in the concept of EBCE?

Yes 25 No 2 Don't know 1

9. How have employees at your site reacted to the EBCE students placed at your site?

Positive 14 Negative 1 No answer 13

10. How has top level management reacted to the EBCE students placed here?

Positive 21 Negative 1 No answer 6

TABLE III(CONTINUED)

11. Do you think your company will continue working with the EBCE Project during the next couple of years?

Yes 22 No 0 Don't know 6

12. Based on the students and staff you've met, how effective do you feel the program was?

Effective 20 Ineffective 1 No Answer 1

Effective in Career Planning, not as effective academically 2

Effective for some and not for others--too many looking to get away from school work

Effective if they work in area all the time

Marginal

13. Do you feel the program functioned as you were led to believe when you were recruited as an employer site?

Yes 23 No 3 Don't know 2

14. How would you rate the students you had in their attitude toward work?

Very good 7 Good 15 Fair 5 Poor ____ Very poor 1

15. To what degree do you think the students you had on site understand what is required of them in locating and acquiring work?

A great deal 7 Some 13 A little 5 Not at all ____

Can't say 3

16. What do you feel the strengths of the EBCE Program are?

On-the-job training 6
Real rather than hypothetical (good experience) 6
Career awareness opportunity 3
No answer 3
Individualizing a program to meet student's needs 2
Small teacher-pupil ratio aids continuity 2
Learning Coordinator-student relationship 2
Keeping in contact with Resource Person
Understanding of training and education required to be hired
Encourages students to seek gainful employment
Good idea, but students poor
Good organization and follow up. Students know what is expected of them.
Student responsibility.
Flexibility of length of site assignment
Combining academics and real world
Student learns what is required to keep a job
Builds reliability

TABLE III (CONTINUED)

17. What do you feel the weaknesses of the EBCE Program are?

No answer	9
Not enough feedback (more communication relating academic needs to work experience)	7
Student commitment	4
Should know qualifications, job responsibilities and job market before selecting site (better orientation)	5
Not enough students who should participate (involve more students)	2
Easy way out of academic environment	2
Academic preparation of student or skill level low	2
Inconsistent work habits	
Should have better screening of students who enter program	
Information gathering by students is poorly organized	
Could it be accomplished with less time on site	
None	
Closer monitoring of students by Learning Coordinator	
Some students are on a "field trip"--time away from school	
Most students not ready for work unless they are paid for it	
Student should spend several shorter periods to see if they would like the longer period	

The criterion for objective 8 was that 75 percent of the Resource Persons would rate the learning activities as effective. The ratings of the qualities of the students were higher than the criteria in all cases. However, the comments made by the Resource Persons and the responses to the questionnaire items related to objective 8 indicate that the objective was only partially met.

This objective was only partially met in each of the three years. During Year One the Learning Coordinators were bogged down with problems which are inherent in the first year of any program. During Year Two there was still a substantial number indicating that they did not get enough feedback from the EBCE staff. This trend continued in the third year. There is no doubt that a very good relationship exists between the Learning Coordinators and many of the Resource Persons. This was evident from our on-site observations and interviews over the three years with the

program. It is understandable that the Learning Coordinators would go where they were most comfortable and would call those with whom they were most familiar and apparently they had fewer contacts with some Resource Persons. Students should have been fully prepared before going on site. Experience site analysis sheets were not updated and they did not always prepare students for what they were to do on site. Mr. Study's role this year prevented him from accomplishing the updating, however, this remains a critical area and needs to be accomplished. If the site analysis sheets are not updated, the Learning Coordinators should make every attempt to accomplish this when the student is first placed on site next year.

Objective 9: Employers are substantively used as instructional agents as well as planners and evaluators.

The Resource Persons were written into almost all the Learning Activities given to students in the EBCE program. The activities required the student to utilize the Resource Person in many ways. Many of the activities required the student to obtain the Resource Person's opinion or to ask about various aspects of the job. This was particularly true of English, Social Studies and Career Planning. In Mathematics the Resource Person was not utilized. The Learning Activities were more the typical type homework activities that one would experience in a high school mathematics class. Most were drill and practice and required no input from the Resource Person.

Table III indicates that Resource Persons provided supportive services to varying degrees. Eleven of the 28 said they talked to students frequently about job opportunities and 16 others talked to them occasionally about job opportunities. A few talked with students about their personal problems, while practically all talked about activities at the site with students. Not many engaged in tutoring students in an academic area and 17 said that they never tutored. Twenty-two said they evaluated the student at least

occasionally. More than one-half assisted students in non-job related assignments, but almost all supervised students to perform specific job-related tasks at their site. Eleven indicated that they frequently helped plan student assignments and 12 said that they help plan assignments occasionally. The objective was partially achieved.

The results on this objective have been consistent over the three years. Resource Persons viewed themselves primarily as supervisors of the students at the experience site. Some Resource Persons take a sincere interest in students and try to assist them in whatever way possible including tutoring, personal counseling, etc. Others merely show students what needs to be done and then provide minimal direction. The recommendation that has been made from the first year was that there should be some training for Resource Persons. During the second year a description of the duties of the Resource Person was developed and apparently disseminated to employer sites. Some Resource Persons still have not seen this document. The description, while a step in the right direction, does not fulfill a need that exists in the program. The Project Director felt that a training program was not feasible and none was ever attempted. He may be correct, but many problems might be solved if the Resource Persons were brought together for a training session. A major benefit from such a session would be the interaction between and among other Resource Persons and the Learning Coordinators.

Objective 10: Staff external resources (parents, employers, etc.) are major participants in evaluation, student assessment, instructional planning, etc.

Staff external resources were major participants in evaluation of students, particularly the employers and Resource Persons. Though limited in number, parents were utilized in learning activities in Social Studies, English and Career Planning. Students were asked to interview parents,

friends and other adults in Career Planning learning activities and interviewed parents and others to obtain opinions about various topics in tne area of Social Studies. The criterion for parents' usage in instruction and evaluation of student activities was 25 percent or higher and for the other people (people other than employers, resource persons, learning coordinators or parents) the criterion was 10 percent. Over all learning activities, this criterion was impossible. However, within Career Planning the criterion was close to being achieved, however, the criterion was over all learning activities and it was not met.

This was a problem that existed over all three years of the program. Parents were not viewed as an external resource to be utilized frequently in the learning activities. The most used group was the Resource Person. Within Career Planning, it was easy to develop learning activities which utilized outside resources, but within subject matter areas, the Learning Coordinators had a difficult time utilizing resources that existed on site. Financial reports, professional magazines, company newsletters and other such materials might have been utilized. There was not enough communication between the Resource Persons and the Learning Coordinator to determine what kinds of things could have been accomplished. This particular aspect of the program need not be carried over in the program next year, unless an inventory of potential resources is identified at the sites and learning activities are developed at each of the three ability levels that exist.

Learner Outcomes. The learner outcomes or product objectives are that which the program hopes to accomplish with students during the course of the year or semester. The original evaluation design called for a control group, but during the first year it was impossible to obtain the cooperation of those students who were designated as control students when posttesting

occurred. Therefore, a comparison group was used for analysis of basic skills achievement as measured by the Stanford Test of Academic Skills which is given annually. On all other objectives, the design became a non-randomized one-group pretest-posttest design and/or the objectives were criterion-referenced. This adjustment in the design was carried out during the second year of the program as well. A problem arose in this the final year when the district did not administer standardized tests due to a financial crisis.

Objective 1: EBCE students will acquire basic academic skills which are at least equal to the control group.

Unfortunately, the school district did not administer the Stanford Test of Academic Skills this year and there was no statistical analysis to determine whether or not students in the EBCE did as well in the basic skills as a comparison group selected from John Harris. During the two previous years there had been no significant difference between the EBCE students and a comparison group at John Harris. There is every reason to believe that a similar result would have been obtained again this year if a comparison group similar to those students in the program had been utilized. If anything, the EBCE students might have out performed their counterparts this year in view of the fact that the students were in a formal class setting two days per week. Both the teachers and most of the students who were in the program for two years felt that the academic phase of the program was much stronger. The one negative comment by a second year EBCE student about the academic program may even be construed to support this feeling when he stated that he liked the academic program the year before because this year he had to work so much harder and he was failing two subjects. The criterion was that EBCE students would do as well as a

comparison group and while it was not tested, we feel that it probably would have been met as it was in the previous two years.

Objective 2: EBCE students will develop good work habits.

The criterion for this objective was that 80 percent of the EBCE students would attend school regularly and on time, will successfully complete courses and will have fewer discipline problems. The attendance records of the EBCE students were examined to determine whether or not attendance had improved. Table IV shows that 22 of the 27 EBCE students had shown improvement from last year to this year in terms of proportion of days attended. The data available for students varied because students entered the program at different times. Those who began the year in the program attended 173 days. The number of days present in the 1977-78 year was divided by 180 days to get the proportion of days attended and the number of days attendance in the 1978-79 school year while in the EBCE program was divided by the number of days in the program to get the proportion of attendance for this year. The proportion was then multiplied by 100 to obtain a percentage. A sign test was run to determine whether or not there was a significant improvement in attendance. A z-score of 3.07 was obtained which was significant at the .01 level of probability on a one-tailed test. No absolute ratings were available on students for tardiness, but employer ratings indicated that 88 percent of the students "report to site on time." This indicates that students were not tardy.

Students in the EBCE program showed improved attendance rates all three years. However, during the past two years students who were not complying with the rules, including attendance rules, were sent back to John Harris High School. The nature of the program is such that the staff cannot permit students to go out on the experience sites who will embarrass the program or

TABLE IV

COMPARATIVE ATTENDANCE FIGURES FOR

HARRISBURG EBCE STUDENTS FOR

1977-78 AND 1978-79

Student	Attendance 1977-78 (180 Days) # of Absences	Percentage of Days Attended	Attendance 1978-79 # of Days in Program	# of Absences	Percentage of Days Attended	Difference
A	23	87.2	128	72	43.7	- 43.5
B	96	46.7	51	23.5	53.9	+ 7.2
C	93.5	48.1	51	21.5	57.8	+ 9.7
D	10.5	94.2	128	3	97.7	+ 3.5
E	15.5	74.7	173	41.5	76.1	+ 1.4
F	16	91.1	83	51	38.6	- 52.5
G	51	71.7	173	23.5	86.4	+ 14.7
H	67	62.8	83	8.5	89.8	+ 27.0
I	54	70.0	173	13	92.5	+ 22.5
J	38	78.9	173	14	91.9	+ 13.0
K	33	81.7	128	18.5	85.5	+ 3.8
L	14	92.3	83	2	97.6	+ 5.3
M	17	90.7	173	10	94.2	+ 3.5
N	5.5	96.9	83	1	98.8	+ 1.9
O	40	77.8	173	19	89.	+ 11.2
P	9.5	94.7	173	8	95.4	+ 0.7
Q	9	95.0	83	14	83.1	- 11.9
R	32	82.3	53	4	92.5	+ 10.2
S	51	71.7	83	16	80.7	+ 9.0
T	86	52.3	83	33	60.2	+ 7.9
U	8.5	95.3	173	4	97.7	+ 2.4
V	24.5	86.4	173	9.5	94.5	+ 8.1
W	8	95.6	173	2.5	98.6	+ 3.0
X	32.5	81.9	83	9	89.2	+ 7.3
Y	7	96.1	173	18	89.6	- 6.5
Z	5.5	96.9	173	25	85.5	- 11.4
AA	25.5	85.8	173	17	90.2	+ 4.4

the district. Students who do not comply with the rules could hurt the relationship between the school and the employers and, therefore, they must have the power to remove students from the program.

In order to determine whether or not students had developed good work habits, the Learning Coordinators were asked to rate each student they had assigned to them for Career Planning on their work habits. Table V (Question 1) indicates that students had a pre-mean of 2.38 on work habits and a post-mean of 3.38 which was significant at the .001 level of probability. Eighteen of the 26 students had shown improvement from pre to post. Additionally, the Learning Coordinators were asked to rate the student's attitude toward work which would indirectly affect their work habits. Seven students were rated very good, 10 were good, 6 were fair and only 3 were rated as poor or very poor. Resource Persons rated the students similarly (Table III, Question 14) when 7 Resource Persons rated the stuuents attitude toward work as very good, 15 said good, 5 said fair and only 1 said very poor. Student evaluations by employers (Table II) tend to corroborate these results also. The preponderance of ratings on characteristics related to good work habits were average or above. Comments on student evaluations were basically positive. All the evidence seems to indicate that students in the EBCE program have developed good work habits.

This objective was added during the second year and the data indicated that students in the EBCE program did develop good work habits. This objective was again met this year indicating that the program does develop good work habits in students as seen by employers, resource persons and their Learning Coordinators.

Objective 3: EBCE students will show significant improvement in attitude toward work.

TABLE V

TEACHER RATINGS OF EBCE STUDENTS ON VARIOUS

STUDENT CHARACTERISTICS

1. Teacher ratings of work habits (school) as student enter the program and at the end of the year (1 to 5 scale).

N	Pre-Mean	Post-Mean	t	Probability	No. Showing Improvement
26	2.38	3.38	5.2	.001	18

2. How would you rate the student's attitude toward work?

Very good 7 Good 10 Fair 6 Poor 1 Very poor 2

3. How would you rate the student's understanding of what is required in locating and acquiring work?

Very good 4 Good 15 Fair 3 Poor 2 Very poor 2

4. To what degree did the student show improvement in self-awareness?

No Improvement									A Great Deal of Improvement
1	5	2	4	3	8	4	7	5	2

5. How would you rate the student's deportment?

Very good 5 Good 13 Fair 6 Poor 2 Very poor 0

6. Teacher ratings of social skills as student entered the program and at the end of the year

N	Pre-Mean	Post-Mean	t	Probability	No. Showing Improvement
26	2.92	3.54	4.50	.001	13

The attitude scale of the Career Maturity Index was used as a pre and post measure to ascertain improvement in attitude toward work. The CMI was administered to those who entered the program in October and those entering the program later in the year were tested in late February. Posttesting occurred on May 22. Table VI indicates that there was significant improvement from pre to post on attitude. When the data was analyzed to determine whether or not there was a differential effect, it was found that there was a significant improvement at the .01 level of probability for the females. The males showed a slight decrease, though not statistically significant. When the data was analyzed by grade level, the twelfth grade students showed a significant gain, while the eleventh graders did not.

The Learning Coordinators were asked to rate student's attitude as another indicator. Table V shows that the Learning Coordinators rated 7 students very good on their attitude toward work, ten were rated good, 6 fair, 1 poor and 2 were rated as very poor. The criterion was 80 percent would be rated 3 or better on a five-point scale. The objective was clearly achieved.

The attitude scale of the CMI has been administered all three years in the program and each year the students showed significant improvement from pre to post. The males showed a significant improvement in Year One while the females approached, but did not reach significance. In the second and third years, the females showed significant improvement, while the males showed a decrease which was not significant. The evidence clearly supports the conclusion that students in the EBCE program have shown significant improvement in their attitude toward work, though there were some differential effects which accounted for the overall results.

Objective 4: EBCE students will demonstrate a significant improvement in career decision-making skills, job hunting and job getting skills.

TABLE VI

RESULTS OF CORRELATED T-TEST ANALYSES

ON CMI ATTITUDE SCALE

Group	N	Pre-Mean	SD	Post-Mean	SD	t	Probability
Total	19	32.58	4.09	34.78	6.06	1.86	.05
Males	6	34.16	2.48	33.67	7.37	- .17	NS
Females	13	31.84	4.54	35.0	5.64	4.07	.01
Eleventh Grade	13	31.46	4.25	32.69	6.37	.81	NS
Twelfth Grade	6	35.0	2.53	38.67	2.34	5.5	.01

TABLE VII

RESULTS OF CORRELATED T-TEST ON

ANALYSES ON DECISION-MAKING SUBTEST OF CMI

Group	N	Pre-Mean	SD	Post-Mean	SD	t	Probability
Total	19	12.05	4.54	11.58	4.4	-.42	NS
Males	6	13.33	5.75	10.17	6.43	- 1.64	NS
Females	13	11.46	3.99	12.23	3.22	.60	NS
Eleventh Grade	13	10.54	4.48	10.54	4.27	.00	NS
Twelfth Grade	6	15.33	2.66	13.83	4.12	-.69	NS

Part 4 of the Career Maturity Index was used to assess the decision-making skills of students. Table VII shows that there was no significant improvement from pre to post on the decision-making subtest of the CMI. Females showed a slight improvement, but this was offset by the decline showed by the males, resulting in a slight decline over all students. Eleventh graders showed no gain and twelfth graders showed a slight decrease from pre to post.

The Learning Coordinators were asked to rate the student's understanding of what is required in locating and acquiring work. Table V shows that 4 were rated very good and 15 more were rated good. Three students were rated fair while 2 were rated poor and 2 very poor. This meets the criterion which was 80 percent would be rated as 3 or better on a 5-point scale.

The Resource Persons were also asked in a questionnaire to what degree they thought the students understood what is required of them in locating and acquiring work (Table III, Question 15). Seven Resource Persons indicated that they felt the EBCE students had understood a great deal what is required of them in locating and acquiring work. Thirteen said that they understood some and 5 more said a little. No Resource Person indicated that students did not understand at all what is required of them in locating and acquiring work.

Only in the first year was a significant improvement found in decision-making skills on the CMI. Differential analysis then showed that the females had shown improvement. The second and third years both resulted in no significant improvement, and in Year Two the females again showed significant improvement, but in this the Third Year, there was no significant improvement shown in any of the analyses. However, ratings by Learning Coordinators and employers seem to indicate some success in this area. Therefore, the objective was partially achieved in all three years.

Objective 5: EBCE students will show significant improvement in their knowledge about careers, jobs and the job market.

The Career Maturity Index was used to assess this objective. Part 1, Knowing Yourself; Part 2, Knowing About Jobs and Part 5, Problem-Solving were subtests which were used. On the Knowing Yourself subtest which assesses the self-awareness, there were no significant improvements in any of the analyses. In fact, there were decreases, though not significant from pre to post in all the differential analyses (see Table VIII). When the problem-solving and Knowing About Jobs were analyzed (Tables IX and X), there was a significant decline from pre to post on problem-solving. In the differential analysis the only significant decline was for females, but all others were in the negative direction. On the Knowing Aout Jobs subtest there was no significant improvement. However, the females did show significant gains from pre to post.

To assist in ascertaining the assessment of this objective students were asked if the program helped them to develop an understanding of tneir interests and abilities. Twenty-one said yes (Table I, Question 19). Students were asked what their future plans were and then were asked how they would go about securing training for the skills needed in that particular occupation (Question 23). Twenty-two students gave an appropriate answer indicating that they were aware of the necessary education or training required for the occupation which they believed they would enter.

The Learning Coordinators were also asked to rate their students on the degree to wnich the student showed improvement in self-awareness. They were asked to rate students on a 5-point scale from not at all to a great deal. Table V indicates 5 students were rated as showing no improvement at all. The remaining 21 students were rated as showing varying levels of improvement in self-awareness. On a scale from 1 to 5, with 1 being no

TABLE VIII

RESULTS OF CORRELATED T-TEST ANALYSES ON

KNOWING YOURSELF SUBTEST OF THE CMI

Group	N	Pre-Mean	SD	Post-Mean	SD	t	Probability
Total	19	14.05	3.72	13.58	3.98	-.88	NS
Males	6	13.67	4.08	12.33	5.13	-1.75	NS
Females	13	14.23	3.7	14.15	3.41	-.11	NS
Eleventh Grade	13	13.08	3.40	12.92	4.13	-.22	NS
Twelfth Grade	6	16.17	3.76	15.0	3.52	-1.40	NS

TABLE IX

RESULTS OF CORRELATED T-TEST ANALYSES ON

PROBLEM-SOLVING SUBTEST OF THE CMI

Group	N	Pre-Mean	SD	Post-Mean	SD	t	Probability
Total	19	10.0	2.65	8.47	3.39	-2.51	.05
Males	6	9.0	2.76	8.0	4.0	- .87	NS
Females	13	10.46	2.57	8.6-	3.22	-2.41	.05
Eleventh Grade	13	9.15	2.48	7.84	3.29	-1.77	NS
Twelfth Grade	6	11.83	2.14	9.83	3.49	-1.73	NS

TABLE X

RESULTS OF CORRELATED T-TEST ANALYSES ON

KNOWING ABOUT JOBS SUBTEST OF THE CMI

Group	N	Pre-Mean	SD	Post-Mean	SD	t	Probability
Total	19	11.89	3.11	11.74	3.36	-.17	NS
Males	6	10.67	4.08	8.5	3.56	-.83	NS
Females	13	12.46	2.54	13.23	2.0	1.87	.05
Eleventh Grade	13	11.38	3.31	11.08	3.66	-.24	NS
Twelfth Grade	6	13.17	2.14	13.33	1.86	.31	NS

improvement and 5 a great deal of improvement in self-awareness, 4 were rated as 2, 8 were rated in the middle at 3, 7 were rated as 4 and only 2 were rated as 5. The Learning Coordinators assessments support the results of the testing.

The objective was not met in this the third year.

In the first year there was no significant improvement shown on any of the three subtests employed. However, another instrument--the Career Awareness Inventory--developed by the Pennsylvania Department of Education which was used did allow the students to show a gain. This instrument was difficult and confusing to the students and was not used in the second and third years. In the second year, there was no significant improvement in Knowing Yourself and Knowing About Jobs, however, students did show a significant improvement in problem solving. Results have been mixed, but generally they seem to indicate that the program has not impacted upon the students in their knowledge about careers, jobs and the job market as measured by the Career Maturity Index. However, Resource Person ratings and Learning Coordinator ratings indicate that students have learned a great deal about jobs and the

world of work. While the formal instruments do not enable students to demonstrate what they have learned, it is obvious that students learn a great deal. Intangibles such as appearance, attitude, responsibility, dependability, following directions are important and are all traits which students develop that will assist them in getting and keeping jobs.

Objective 6: EBCE students will demonstrate an understanding of the necessity of developing marketable skills.

Students were asked during the student interview session how important it was to develop marketable skills. Table I indicated that 15 thought it was very important, 8 thought it was important and 1 indicated that they were neutral.

Marketable skills had to be defined for some students, but once they were aware of what was meant by the term, all students demonstrated an understanding of the necessity of developing marketable skills. The criterion for the objective was that 80 percent would demonstrate an understanding, therefore, the objective was met.

This objective was added during the second year because it was clear that this was an objective which was being pursued in Career Planning. Last year it was readily apparent and again this year it was apparent in talking with the students that they were aware of the importance of developing skills which would make them employable. As a result of the program, some of the students have gone on to community college to develop necessary skills. Others worked on developing skills while they were in the program so that they could obtain a job.

Objective 7: EBCE students will show understanding of the job qualifications and work tasks for various occupations.

In order to assess this objective, the students were asked in an interview session to name the job sites that they attended and then to describe

the work they did in one position while they were at the job site. They were then asked what kinds of tasks are required in this occupation and finally what the qualifications for the job were. All students could identify at least some of the tasks performed by the particular occupation mentioned. However, on the qualifications for the occupation the results were somewhat mixed. Students knew most of the qualifications for the occupations that they were interested in at the job site, while 12 knew the qualifications for some of the occupations that they experienced, but did not know the qualifications for all of them. One individual did not know the qualifications for any of the occupations. The criterion for this objective was that 100 percent of the students would be capable of relating job tasks and qualifications for various occupations. The objective was not met.

This objective was added during the second year and the criterion wasn't met in either year. Students were required to find out what the duties and responsibilities and what the qualifications for the occupation were at each job site visited. In some cases they visited so many sites that they could not remember them all. If the objective had zeroed in on the specific occupation that the student was interested in, there would have been more likelihood of meeting the criterion. The students generally were aware of the tasks performed by a person in specific occupations, but were not always sure of the qualifications. They were conscious of the fact that within specific occupations there were training requirements. The intent of the objective was met.

Objective 8: EBCE students will be more likely to explore and select career areas which are different from those normally expected for their sex-role.

During the year the Learning Coordinators did discuss sex-role stereotyping and sex bias within the Career Planning Area, but there was only

one session which was held for all students in the EBCE program. This was conducted in the spring and consisted of four separate activities. Additionally, there was a series of presentations made by the Junior League for five consecutive Tuesday afternoons. Consultants were utilized by the League and they emphasized sex bias and sex-role stereotyping in these sessions as well.

Several instruments were utilized in order to determine the extent of student attitudes and perceptions about sex roles and stereotypes. The first was an instrument developed by Patrick O'Neill at Acadia University in a study conducted with college students. A group of college students rank ordered a list of occupations in terms of status and they were also asked to rate each occupation according to its masculinity. Eight occupations were selected on the basis of high and low status and high masculine or neuter gender. Two occupations were high status/high masculine; two were high status/low masculine; two were low status/high masculine and two were low status/low masculine. Descriptions of eight stimuli persons were developed. The first four were given two female and two male names. The description of the second four were the same as the first four except that those which were male in the first four were female in the second four and the female in the first four were male in the second four. The descriptions were reviewed previously by the Project Director and the Assistant to the Superintendent and both agreed that the instrument had face validity. The eight descriptions were given to the students. Following each description was a list of the eight occupations which were ordered by random process. Students were asked to read the description of the person and then select the occupation or occupations for which they felt the person would be suited. Table XI indicates that there was no significant difference between the male and female descriptions. When the data was analyzed by sex there were no significant differences found (see Tables XII and XIII).

TABLE XI

FREQUENCY OF OBSERVATIONS IN DESIGNATING OCCUPATIONS BY STATUS AND MASCULINITY FOR ALL EBCE STUDENTS

	Male Description	Female Description
High Status/High Masculinity	36	30
High Status/Low Masculinity	34	36
Low Status/High Masculinity	44	37
Low Status/Low Masculinity	44	53

$\chi^2 = 2.03$

TABLE XII

FREQUENCY OF OBSERVATIONS IN DESIGNATING OCCUPATIONS BY STATUS AND MASCULINITY FOR EBCE FEMALE STUDENTS

	Male Description	Female Description
High Status/High Masculinity	30	23
High Status/Low Masculinity	23	22
Low Status/High Masculinity	28	27
Low Status/Low Masculinity	27	34

$\chi^2 = 1.75$

TABLE XIII

FREQUENCY OF OBSERVATIONS IN DESIGNATING OCCUPATIONS BY STATUS AND MASCULINITY FOR EBCE MALE STUDENTS

	Male Description	Female Description
High Status/High Masculinity	6	7
High Status/Low Masculinity	11	14
Low Status/High Masculinity	16	10
Low Status/Low Masculinity	17	19

$\chi^2 = 1.93$

Two additional instruments were also used in assessing the sex-role stereotyping and sex bias among EBCE students. Using the semantic differential technique, students completed two instruments--one for the ideal adult male and one for the ideal adult female. Their instructions were "Imagine the boys (girls) in your class as adults. Ideally to what extent would you hope that they as men (women) would be characterized by each of the following traits?" Tables XIV, XV, and XVI give the results of the analysis of this data. When the data was analyzed over all students there were seven scales which were significantly different when the ideal adult male and ideal adult female were compared. The scales were not reversed according to their polarity since the primary concern was whether or not there were any differences between the way the students viewed the ideal adult female and the ideal adult male. The scale was rated from 1 to 7 with a 1 being associated with the adjective or description in the left hand column and a 7 associated with the adjective or description in the right hand column. A 4 would indicate neutral feelings.

There were 7 significant differences found when the data was analyzed over all students to determine whether or not the ideal adult male was viewed differently from the ideal adult female (or vice versa). On all but one of these the stereotypical response was given. Males were seen more likely than women to use harsh language, disregard feelings of others, not have their feelings easily hurt, never cry, be harsh and not need religion. Only on the last scale was the difference not in the predicted stereotypical way. The ideal adult male was seen more not able to separate feelings from ideas than women.

When the data was analyzed separately it can be seen that the female responses heavily weighted the results over all. Results were significant on 5 of the 7 scales and in each case it was in the same direction as the overall analysis (see Table XV). For the females there was one additional

TABLE XIV

COMPARISON OF IDEAL ADULT MALE AND IDEAL ADULT FEMALE FOR EBCE STUDENTS

N = 21

Scale	Mean For Ideal Adult Female	Mean For Ideal Adult Male	t	Probability
Not at all aggressive--very aggressive	4.14	4.19	.09	NS
Very sneaky--very direct	4.28	4.28	00	NS
Very tactful--very blunt	3.85	3.52	- .60	NS
Shows emotions--hides emotions	2.85	2.24	-1.18	NS
Does not use harsh language--uses harsh language	3.48	2.10	-2.9	.01
Aware of the feelings of others--disregards feelings of others	2.67	1.76	-2.25	.05
Skilled in business--unskilled in business	2.76	2.43	- .91	NS
Easily influenced--not easily influenced	3.71	4.47	1.44	NS
Quiet--talkative	3.48	3.81	.47	NS
Doesn't need feeling of security--strong need for security	4.14	4.62	.53	NS
Logical--illogical	2.76	2.67	- .28	NS
Excited in a crisis--not excited in a crisis	3.52	2.95	-1.23	NS
Feelings easily hurt--feelings not easily hurt	4.67	3.14	-2.49	.01
Cries easily--never cries	4.86	3.52	-2.53	.01
Gentle--harsh	3.05	2.14	-2.10	.05
Acts as a leader--acts as a follower	2.90	3.14	.63	NS
Neat in habits--untidy in habits	2.48	2.05	-1.18	NS
Expresses tender feelings--keeps tender feelings inside	2.33	1.81	-1.39	NS
Religious--doesn't need religion	4.29	3.24	-2.42	.01
Thinks men are superior to women--thinks women are superior to men	3.47	3.62	.22	NS
Able to separate feelings from ideas--not able to separate feelings from ideas	3.14	2.38	-1.72	.05

TABLE XV

COMPARISON OF IDEAL ADULT MALE AND IDEAL ADULT FEMALE FOR EBCE FEMALE STUDENTS

N = 15

Scale	Mean For Ideal Adult Female	Mean For Ideal Adult Male	t	Probability
Not at all aggressive--very aggressive	4.13	4.8	1.13	NS
Very sneaky--very direct	4.47	4.73	.47	NS
Very tactful--very blunt	3.93	3.47	-.67	NS
Shows emotions--hides emotions	2.87	2.2	-1.19	NS
Does not use harsh language--uses harsh language	3.67	2.33	-2.25	.05
Aware of the feelings of others--disregards feelings of others	3.0	1.6	-3.00	.01
Skilled in business--unskilled in business	2.93	2.47	- .98	NS
Easily influenced--not easily influenced	3.56	5.06	2.37	.05
Quiet--talkative	3.8	3.6	- .32	NS
Doesn't need feeling of security--strong need for security	4.13	4.87	.75	NS
Logical--illogical	3.13	2.67	-1.07	NS
Excited in a crisis--not excited in a crisis	3.6	3.27	- .60	NS
Feelings easily hurt--feelings not easily hurt	4.53	3.47	-1.48	NS
Cries easily--never cries	4.4	3.47	-1.33	NS
Gentle--harsh	2.73	1.93	-1.97	.05
Acts as a leader--acts as a follower	2.73	3.13	.82	NS
Neat in habits--untidy in habits	2.53	1.87	-1.73	NS
Expresses tender feelings--keeps tender feelings inside	2.13	1.53	-1.55	NS
Religious--doesn't need religion	4.53	3.33	-2.45	.05
Thinks men are superior to women--thinks women are superior to men	3.6	3.2	- .50	NS
Able to separate feelings from ideas--not able to separate feelings from ideas	3.27	2.07	-2.13	.05

TABLE XVI

COMPARISON OF IDEAL ADULT MALE AND IDEAL ADULT FEMALE FOR EBCE MALE STUDENTS

N = 6

Scale	Mean For Ideal Adult Female	Mean For Ideal Adult Male	t	Probability
Not at all aggressive--very aggressive	4.17	2.67	-1.77	NS
Very sneaky--very direct	3.83	3.17	-1.58	NS
Very tactful--very blunt	3.67	3.5	- .15	NS
Shows emotions--hides emotions	3.33	1.83	-1.51	NS
Does not use harsh language--uses harsh language	3.0	1.5	-1.86	NS
Aware of the feelings of others--disregards feelings of others	1.83	2.17	.60	NS
Skilled in business--unskilled in business	2.33	2.5	.31	NS
Easily influenced--not easily influenced	3.83	3.33	-.59	NS
Quiet--talkative	3.83	3.67	-.21	NS
Doesn't need feeling of security--strong need for security	4.17	4.0	-.15	NS
Logical--illogical	1.83	2.67	2.71	.05
Excited in a crisis--not excited in a crisis	3.33	2.17	-1.56	NS
Feelings easily hurt--feelings not easily hurt	5.0	2.33	-2.39	.05
Cries easily--never cries	5.5	3.33	-3.08	.05
Gentle--harsh	3.83	2.67	- .98	NS
Acts as a leader--acts as a follower	3.33	3.17	- .31	NS
Neat in habits--untidy in habits	2.33	2.5	.20	NS
Expresses tender feelings--keeps tender feelings inside	2.83	2.5	- .35	NS
Religious--doesn't need religion	3.67	3.0	- .70	NS
Thinks men are superior to women--thinks women are superior to men	3.17	4.0	.80	NS
Able to separate feelings from ideas--not able to separate feelings from ideas	2.83	3.17	.79	NS

scale which was significant. Females felt that the ideal adult female was not easily influenced compared to the ideal adult male (mean of 5.06 for females vs. 3.56 for males). For the males there were fewer significantly different ratings (see Table XVI). There were 3 scales that were rated significantly different and 2 of those were the same as the overall analysis. Males viewed the ideal adult male as more harsh and never cries compared to the ideal adult female. The male also viewed the ideal adult female as less logical than the ideal adult male.

A third instrument utilized the Likert technique. Students were given twelve statements with which they were asked to state the degree of their agreement or disagreement with the statement. The ratings were on a 5-point scale with a 1 being given for disagrees strongly and a 5 for agrees strongly. The items were reversed when the statement was negative. There were no significant differences found between the males and females on any of the statements (see Table XVII).

The objective was partially met. The results on two of the three instruments show that sex-role stereotyping and sex bias objectives were accomplished. On the semantic differential the results showed that some stereotyping still exists. During the second year it was apparent that the females showed no sex-role stereotyping nor sex bias, but that it still existed among the males. This year stereotyping was evident in both males and females. However, by and large the objective was close to being accomplished. Gains have been made and the objective has been partially achieved.

Objective 9: Parents and the community will accept the EBCE concept as a valid alternative to the traditional educational process.

A letter was sent home with EBCE students indicating that ERANDA would be conducting a telephone interview on May 22 from 4:30 to 8:00 PM. Of the

TABLE XVII

COMPARISON OF MALE AND FEMALE EBCE STUDENTS

ON ATTITUDE SCALE REFLECTING SEX-ROLE

STEREOTYPING AND SEX BIAS

Statement	Mean For Males	Mean For Female	t	Probability
Men should have the option of having more time to spend raising their children.	4.0	4.23	.65	NS
Fathers should do all the repair jobs around the house.	3.0	2.85	.29	NS
Women should seek jobs which allow them the flexibility of time off to have children and raise a family.	3.4	4.0	1.56	NS
When both parents are working, the father should help with the household chores.	3.86	4.23	.82	NS
It is a mother's job to cook and clean the house, even if she works all day at a paying job.	4.29	3.54	1.31	NS
Men are more creative than women.	3.0	3.54	.90	NS
Male hairdressers are effeminate.	3.14	3.08	.13	NS
The father should earn more money than the mother if both parents are working.	3.86	3.46	.65	NS
Men shouldn't mind working for women bosses.	4.14	4.08	.13	NS
There are many jobs in which men should be given preference over women in being hired or promoted.	3.17	2.85	.48	NS
Women should have the same opportunity as men to become apprentices in the trades.	4.28	4.23	.13	NS
Men should get more pay than women even when they do the same job.	3.71	4.08	.56	NS

25 parents available (one parent had two students in the program), only 12 were interviewed by telephone. There were 6 disconnects which meant that we interviewed 12 of 19 available parents. One parent who was reached refused to talk with us and in six instances there was no answer. One parent of a student who was in the program, but dropped out of school was contacted by mistake and she was very positive about the program and the EBCE staff.

Table XVIII shows that 8 of the 12 said that they were informed about what the EBCE program was before their son or daughter entered the program. One who said no indicated that her daughter had told her about it and the other three said they were not informed at all. This is probably true in some cases because students entered the program after the academic year began and it is possible that some parents did not receive a letter or the literature which is normally sent to the parent. Ten parents said tney had been told how well the student was doing in the program and two said they had not been told. Progress reports are sent quarterly and parents perhaps did not associate this with a report on how well the student was doing in the program. Confusion could also have arisen with students who came into the program during the second semester. Parents may not have realized that the progress report was from the EBCE program.

When parents were asked how often they were invited to attend a meeting or to come in to the EBCE Learning Center, 5 said they had not been invited at all, 5 said once, 1 said two and 1 said three or more. This is probably an adequate assessment, since there were no meetings after one in the early fall. Parents of students who entered after the program began were not invited to any meetings. Parents who said they were invited often went on to say that they were invited to speak to a Learning Coordinator about

TABLE XVIII

RESULTS OF PARENT RESPONSES TO

INTERVIEW ON EBCE PROGRAM

1. Were you informed about what the EBCE program was before your son/daughter enter the program?

   Yes 8 No 4

2. Since he/she has been in the program have you been told how well your son or daughter is doing in the program? .

   Yes 10 No 2

3. How often were you invited to attend a meeting or to come in to the EBCE Learning Center?

   None 5 One 5 Two 1 Three or more 1

4. How often have you had contact with a member of the EBCE staff?

   None 1 One 1 Two 5 Three or more 5

5. Are you satisfied with the EBCE staff?

   Yes 10 No ____ No Response 1

6. Did your son/daughter talk with you about his/her experience in the EBCE program?

   Yes 11 No 1

7. Was he/she generally pleased with the job site?

   Yes 10 No 1 No Response 1

8. Were you satisfied with the types of experiences your son/daughter received?

   Yes 10 No ____ No Response 2

9. How do you think your son/daughter liked this EBCE program compared to John Harris?

   Better 11 Same ____ Worse ____ No Response 1

10. To what degree has EBCE helped your son/daughter to develop social skills?

    Very much 5 Some 3 A little 1 No difference 3

11. What effect, if any, has the EBCE program had in helping your son/daughter form career plans?

    A lot 8 A little ____ Not at all 4

TABLE XVIII (CONTINUED)

12. How do you like the idea of EBCE?

A lot 10 A little 1 Not at all ____ No Response 1

13. Have you seen any changes in your son/daughter as a result of the EBCE program?

Yes 10 No 2

Changes were:

Better attitude	5
More responsible	5
Better attendance	3
Better manners	2
More mature	2
Gained respect for others	2
Learned to work with others	2
Better appearance	
Talked about school	
Career choice	
Independent	
Handles himself better	

---

the progress of their child. All but one parent indicated that they had been contacted by a member of the EBCE staff. When asked if they were satisfied with the EBCE staff, 10 said yes and one said didn't have enough contact to judge. The one who had not had contact was not asked the question.

All but one of the parents said the student had talked with them about their experience in the EBCE program and 10 of the 11 parents said that the student was generally pleased with the job sites. Ten parents indicated they were satisfied with the types of experiences their son or daughter received and two did not respond. All of the parents whose son or daughter talked to them about the EBCE program said that the student liked the EBCE program better than John Harris High School. Five parents felt that the EBCE program had helped their son or daughter develop social skills very much, 3 said it helped some, 1 said a little and 3 said there was no

difference. Eight parents said the EBCE program had helped their son or daughter a lot in forming career plans, while 4 said it didn't help at all. In two of those cases the student had his mind made up and it didn't change, therefore, the parent said the program didn't affect the student. However, the experience which the student had may have solidified his career choice.

Parents were asked how they liked the idea of EBCE and 10 said they liked it a lot and 1 said a little. The only parent who did not talk to her daughter about the program could not respond. Ten parents said they had seen changes in their son or daughter and 2 said they hadn't noticed any changes. When asked what kind of changes, 5 said better attitude, 5 said more responsible and 3 said better school attendance. There were many other positive statements made (see Table XVIII).

Employers were asked how employees at the site reacted to EBCE students and 14 said they were positive, only 1 had a negative response and 13 did not answer the question (see Table III). When they were asked how top level management reacted to EBCE students placed at their site, 21 were positive, only one was negative and 6 did not answer the question. Twenty-two said that the company would continue to work with the EBCE program during the next couple of years and no one said the company would not continue. Twenty resource persons felt the program was effective and only 1 felt that the program was ineffective. The criterion was 80 percent of the Resource Persons indicating favorable responses and this was easily met.

Parental response to the program has been consistently good over the three-year period. Practically all have seen it as a good program for the school even if and when they thought that it might not be good for their child. The impact on the student from their point of view has always been positive. Some parents were so positive that they provided unsolicited testimonial to the program. The statement heard over and over

again during all three years was "if the program did not exist or was not available, my son/daughter would have dropped out of school." One parent this year sent a letter to ERANDA praising the program and making a plea to retain the EBCE program. She had one student who graduated and she attributes his success to the EBCE program. She currently has a daughter who is a junior enrolled in the program and she is afraid that she will not stay in school if she has to go back to the high school next year. Her letter was turned over to the Project Director to assist in his attempts to retain the EBCE program.

Employers were generally favorable toward the program all three years. They have continually indicated support for the program and have made positive comments. Occasional negative comments occurred when there was a bad experience with a single student, but overall, they have remained positive. A good indication of this positive feeling is the fact that the employers continue to indicate that they will remain involved with the program.

Objective 10: EBCE students will attend school regularly, complete course work successfully and show good deportment.

The attendance records of those students remaining in the program were excellent. Twenty-two of the 27 students showed improved attendance during the 1978-79 academic year while they were enrolled in the program. A sign test was significant at the .01 level of probability indicating the improvement was significant.

Of the 27 students in the program at the end of this year, eight failed at least two subjects and were recommended for summer shool. This was the worst performance in the three years.

The student deportment was rated by the Learning Coordinators at the end of the year and 5 were rated very good; 13, good; 6, fair; and only 2 were rated as poor.

Students who entered the EBCE program usually made a fine turn around in attendance. This conclusion, however, is tempered by the fact that during the second and third year students who did not put forth effort and were causing problems were sent back to the high school. Some of the changes in attendance over the three years, however, were so dramatic that it has to be one of the most noteworthy accomplishments. Students did well in terms of passing courses during the first two years, but in this the third year the student performance was not as good. This may be due to the quality of the student or to higher standards demanded by the Learning Coordinators or a combination of the two. Student deportment was very good for the most part. There were few acting out problems during the three years. Students were treated as individuals and many of the frustrations were eliminated by the very nature of the EBCE program. The program was successful in meeting this objective over the three years.

Objective 11: EBCE students will become more aware of the importance of interpersonal skills in obtaining a job and pursuing a career.

Students were asked to rate the effectiveness of the EBCE program in improving their interpersonal and social skills. The ratings were given in Table I, page 8, and they indicated that the program was very effective. Eleven students rated the program as very effective in improving their interpersonal and social skills, 9 rated the program as effective and 4 were neutral. Students became very much aware of the importance of developing interpersonal and social skills. The fact that the program was rated as effective in improving their skills attests to the fact that students were aware of the importance of interpersonal skills in obtaining a job and pursuing a career.

Students showed the same awareness during all three years of the program. The experience which the student received on site plus the guidance provided by the EBCE staff was sufficient to impress upon the students the importance of developing these skills.

Objective 12: EBCE students will demonstrate improved social skills.

This objective was assessed by three different groups. The students themselves, their parents and the Learning Coordinators all rated the development of social skills. The students as indicated in Table I had a mean of 4.29 on effectiveness in improving their interpersonal and social skills. This was considerably above the criterion of 3.25 established for this objective. Seventy-five percent of the parents had indicated that they felt that the EBCE program had helped their son/daughter to develop social skills to some degree and the Learning Coordinators indicated that 50 percent had shown improvement in social skills. The objective was met.

During all three years there was evidence of improved social skills. Students' appearance improved. They handled themselves better with adults. They became more punctual. They attended school. Many developed a sense of responsibility and became dependable and most were liked by the Resource Person and other employees at the site. This is one of the most important benefits of the program.

Case Studies. In each of the three years of operation, the EBCE program has had success stories which have been included in this report. In this the third year there have not been dramatic changes occurring in selected students. However, parents' testimonials to the EBCE program have provided the data for the case studies this year. Three parents' responses will be cited.

Mrs. A. in a telephone interview could not say enough positive things about the EBCE program. Her daughter is a junior. The parents had already purchased her class ring hoping that this would be enough motivation to keep her daughter in school. It was extremely important for the parents to see the daughter graduate. The girl was being harassed on her way to school by a group of young toughs and she was so intimidated that she did not attend school very frequently. A parent conference was held over the absenteeism and the parent threatened to pull her daughter out of school. The EBCE program was suggested to her as an alternative and Mr. Study visited the parent to explain the program. The daughter entered the program and not only did she attend school regularly, she improved her grades, her disposition and her attitude toward school. In the student interview the daughter spoke highly of the program. She felt that the small group work and the individual attention accorded the student, plus the sincere interest in the individual which was demonstrated by the EBCE staff were the strong points of the program. The daughter was concerned that the program might not be available next year and she said she would not return for her final year if she had to return to the high school.

A second testimonial came from the parent of a student who had dropped from the EBCE program. The parent was extremely positive and recounted how the EBCE staff had worked with her and with the student to try to get improved behavior. The parent said that she felt they went out of their way to try to "save" her son, but that he was not responsive and he quit.

The third parent wrote a lengthy letter to ERANDA in which she indicated that she had two children who have benefitted from the program. Her daughter who is a junior was another case in which the parent felt that the student would not complete high school. She went on to argue that to eliminate the

program because it was costly was a poor argument. She went on to cite various ways that money is expended for other things which she feels are not as necessary as a viable alternative to the high school like the EBCE program.

There have been many student success stories, but there were two in particular which occurred during the first year for which there is an addendum. One student during the first year described by teachers and administrators as a "chronic discipline problem," "wise guy," and "gave all authority figures trouble" almost quit during orientation. He stayed with the program and was in the Public Defender's office as his experience site. He became more responsive academically and socially. His manners and his appearance improved. He pulled up his grades and graduated with his class. This student then went on to Harrisburg Area Community College and transferred to Central State University where he is currently completing his sophomore year.

Another student who was a chronic absentee problem found a career when he was placed in the Harrisburg Hospital in respiratory therapy. He enjoyed the placement so much that he was given a part-time job at the hospital during the summer after graduation. He went to Harrisburg Area Community College and is pursuing an associate degree in respiratory therapy. He was hired full time by the hospital shortly after matriculating at HACC. He has almost completed his degree requirements and he has become a productive member of the community working in an area which he likes.

Student Evaluation of EBCE. In each of the three years ERANDA asked the students for an evaluation of various aspects of the EBCE program in terms of the effectiveness in meeting their needs. Table I (Question 13) shows that the program was rated as effective in all areas. The means ranged from 3.96

for learning good work habits to 4.70 for learning to be aware of more career opportunities. Among the 24 students rating the experience there were only 4 instances where there were ratings of ineffective (ineffective being a rating of 2 on a 5-point scale). The student ratings are positive and show an improvement over last year's ratings. Student ratings during the first year were the best. Mean ratings that year ranged from 4.16 to 4.75 and most of the ratings were above 4.5. During the second year the ratings ranged from 3.71 on learning basic skills to 4.45 on learning to assume responsibility for yourself. Most of the ratings were just over 4.0. In this the final year, the ratings were better than last year's, but not as good as the first. Nevertheless, over the three years the students have rated the program as effective in just about every category.

Student Interviews at John Harris High School. The enrollment in the EBCE program has never reached the total projected for it. In this the third year the enrollment was the lowest of the three years. In an effort to find out why this situation existed, ERANDA staff members conducted interviews with 59 students at John Harris. Forty-nine students were taken from a group counseling class and 10 others were randomly selected from students passing in the halls between classes. Most of the students interviewed were juniors and seniors. Table XIX gives the results of the interviews. Most of the students were familiar with the EBCE program although their perception of what it was varied. Most had received information about the program from a member of the EBCE staff during either the previous year or the current year. Some of the students, however, had received the information from another source (N = 12) or had received none at all (N = 6).

The primary concern among the students cited for not enrolling in the EBCE program was the feeling that it would not meet the academic needs of

students particularly the college bound student. Several students also felt that they wouldn't be able to handle the independent study aspect of the program and others stated that their career plans were already set or they preferred the co-op program where they were paid. One student said he would have considered entering the program if he had known about it earlier.

Most of the students interviewed knew someone in the EBCE program. Comments they had heard regarding the program were mixed, although there were more positive than negative comments. Negative comments practically all centered on the academic program.

The majority of the students interviewed said that their teachers and counselors at John Harris had not talked to them about the EBCE program. Most teachers or counselors merely explained the program. Several students indicated that their teachers had discouraged them from entering the program primarily because they felt that the academic portion of the program was not strong enough. A few students did say that their teachers recommended the program to them.

Student comments about the EBCE program as an alternative to the regular high school were generally favorable. Students seem to feel the chief advantage is the opportunity the program provides to explore various careers and the fact that this should enable a person to make better career decisions. Those who expressed reservations about the program again were concerned about meeting the academic needs of the students. While some of the students felt that everyone could benefit from the program, a greater number indicated that it would be most beneficial for those student who were not college bound. Seven felt that it would be most beneficial for those students who weren't sure what they wanted to do. Another 2 felt that it would be good for those who were turned off from school and 2 felt that

TABLE XIX

RESPONSES OF JOHN HARRIS STUDENTS TO

INTERVIEW SCHEDULE ABOUT EBCE

1. Are you familiar with the EBCE program? (Do you know what the EBCE program is)?

Yes 51 No 8

If yes, had you ever intended to go into the program?

Yes 13 No 38

If yes, did you sign up for the program?

Yes 9 No 23

2. Were you given any information about the program?

Yes 53 No 6

If yes, was it written? Yes 15 No 39

If yes, did someone explain it to you? Yes 52 No 1

Who?

EBCE staff	47
Friend	7
Teacher	3
Counselor	1
Sister/ brother	1

If yes, why didn't you elect to go into the EBCE program?

Academic reasons	23
Needs classroom structure--individual study not for them	7
No interest	5
Career plans set	3
Limited employment--can be gained after school	2
Easier to stay at Harris	3
Already in another alternative program	2
Didn't want to miss extra-curricular activities	
Didn't have enough information--might have signed up if he had	
Lack of specialized courses--like typing	
Going in service	
Coop instead	
Didn't like idea of using public transportation	
Had a job	

3. Do you know any of the students who have been or are currently in the EBCE program?

Yes 52 No 7

TABLE XIX (CONTINUED)

If yes, what do they say about the program?

Positive 22 Negative 9 Both 8 No Comment 11

Work experience good, but academic problem	4
On-the-job training was good	2
Should have more depth in job experience	
Miss classroom and friends	
Transportation was a problem	
Should have fewer students	
Didn't like it--behind in math	
Didn't like working and not getting paid	
Program didn't match what they were told	
Disorganized and pressured	
Classwork boring	

4. Have your teachers or counselors at Harris talked to you about the EBCE program?

Yes 23 No 36

If yes, what did they tell you about the program?

Explained program, no opinion	12
Teacher recommended program	3
Teacher discouraged it	3
Announced EBCE staff member coming	2
Good for student	1
Good for work experience--student should stay at Harris for academics	1
Counselor told her not to go into program	1

5. What do you think of EBCE as an alternative to the regular high school?

Good 56 Not good 2

Who could benefit from the program?

Non-college bound student	17
Career exploration opportunity	11
All students	8
If you are not sure of what you want to be	7
Students with good grades who don't need academics	5
Responsible student (capable of working independently)	3
Students turned off from school	2
Average student	2
Some college bound also	1

TABLE XIX (CONTINUED)

Just seniors
Tenth graders
Should not be separate program--should be part of required curriculum

6. Would you be interested in going into the EBCE program next year?

Yes 5 No 31 Maybe 1

---

the program should be for average and above average students, particularly those with the academic requirements almost fulfilled.

Twenty-two of the students were seniors and they were not asked if they were interested in attending the program next year. Of the remaining 37 underclass persons, five said they would be interested. The primary reasons for not considering the program were academic concerns and for some they were already enrolled in other programs for the fall.

Former EBCE student evaluation. A questionnaire was developed to obtain the opinions and perceptions of students who were in the EBCE program during the first two years. A stamped, self-addressed envelope was provided to former students in order to facilitate completion of the instrument. Twenty-nine were delivered to students who were seniors at John Harris. Of those 29, only 4 were returned. Twenty-one were sent to students who had graduated. They were sent to their last known address. Eight were returned. Table XX gives the responses of these 12 former students. All former students responding said that the EBCE program helped them to develop an understanding of their interests and capabilities, though one indicated only somewhat. Eleven of the 12 said the program helped them become more aware of career opportunities. When asked if they thought the program helped them to develop good work habits, 9 said it did, 2 said it didn't

and 1 said he/she didn't know. All 12 said the program helped to develop a sense of responsibility. Ten of the 12 said it helped them to understand what the world of work is really like and helped them to learn to work with others.

Five students rated the EBCE program as very good, five rated it as good and 2 rated it as fair. When asked whether or not in their opinion the school district should continue the program and pay for it with its own tax money, 9 said yes, 1 said no and 2 said they didn't know.

The strengths of the program as seen by the former students are career exploration opportunities, independent study and opportunity for individual growth in social behavior. Only one weakness was cited by more than one student and that was the academic program. Four students made comments that related to the academic program. One said the academic program needed more structure, another said math needed strengthening, another said he/she didn't learn anything and the fourth said he/she was behind in major subjects when he/she returned to Harris.

Only a few students made any additional comments. All were positive. One said that he/she would like to see the program continue with more students. Another said it was a good way to prepare for the future and a third said the program was the best thing that ever happened to the school district.

TABLE XX

RESPONSES OF FORMER EBCE STUDENTS TO

QUESTIONNAIRE ON EVALUATING THE EBCE PROGRAM

N = 12

1. Do you think the EBCE program helped you to develop an understanding of your interests and capabilities?

   Yes 11 No ____ Somewhat 1 Don't know ____

2. Did it help you to become aware of more career opportunities?

   Yes 11 No 1

3. Do you think it helped you to develop good work habits?

   Yes 9 No 2 Don't know 1

4. Do you think it helped you to develop a sense of responsibility?

   Yes 12 No ____ Don't know ____

5. Do you think it helped you to understand what the world of work is really like?

   Yes 10 No 1 Don't know 1

6. Did the EBCE experience help you to learn to work with others?

   Yes 10 No 1 Don't know 1

7. How would you rate the EBCE program?

   Very good 5 Good 5 Fair 2 Poor ____ Very poor ____

8. Do you think the school district should continue the program with its own tax money?

   Yes 9 No 1 Don't know 2

9. What are the strengths of the program?

Individual growth in social behavior	4
Independent study	4
Career exploration opportunity	4
Helps people learn strengths	

10. What are the weaknesses?

Academic program	4
Not enough students	1
Lack of funds	1

TABLE XX (CONTINUED)

11. Any other comments?

Would like to see it continue with more students
Good way to prepare for future
Best thing that ever happened to the school district
Make sure students get to sites on time
Better understanding of what site experience is all about
For pupils not interested in college
Why does school district not continue good program like this?

IV. Summary of Findings

Table XXI gives a summary of the findings by objective. In the two previous years only one structural objective was not achieved, however, in this the final year there were three that were not met. Two learner outcomes were not achieved. Objectives 1, 3 and 10 under the structural objectives and objectives 5 and 7 under the learner outcomes were not met this year.

TABLE XXI

DEGREE TO WHICH HARRISBURG EBCE PROGRAM

ACHIEVED OBJECTIVES FOR 1978-79

Objective	Criterion Partially Met	Criterion Met or Exceeded	Criterion Not Met
Structural Goals			
Objective 1: EBCE students are offered an integrated, inter-disciplinary curriculum.			x
Objective 2: EBCE students who satsifactorily complete the program will be awarded the academic credit necessary for graduation from hign school.		x	

TABLE XXI (CONTINUED)

Objective	Criterion Partially Met	Criterion Met or Exceeded	Criterion Not Met
Objective 3: Each EBCE student will have her/his total program coordinated and primarily guided by a single staff member.			x
Objective 4: Each EBCE student will have access to a professional guidance and counseling staff member.		x	
Objective 5: Each EBCE student has a sequence of learning activities in a variety of modes, tailored to her/his individual goals, needs, abilities and interests.	x		
Objective 6: Each EBCE student will have access to a variety of employer sites commensurate with her/his career, academic and personal needs and interests.		x	
Objective 7: All EBCE learning procedures, goals and resources are integrated into a single, coordinated instructional system.	x		
Objective 8: Effective learning will occur during a student's employer site activities through such mechanisms as preplanning, site analysis, pre-preparation, clear specification of objectives, supervision, etc.	x		
Objective 9: Employers are substantively used as instructional agents as well as planners and evaluators.	x		
Objective 10: Staff external resources (parents, employers, etc.) are major participants in evaluation, student assessment, instructional planning, etc.			x
Learner Outcomes			
Objective 1: EBCE students will acquire basic academic skills which are at least equal to the comparison group.	NA	NA	NA
Objective 2: EBCE students will develop appropriate work habits in school.		x	

TABLE XXI (CONTINUED)

Objective	Criterion Partially Met	Criterion Met or Exceeded	Criterion Not Met
Objective 3: EBCE students will demonstrate positive attitudes toward work.		x	
Objective 4: EBCE students will demonstrate a significant improvement in career decision-making skills, job-hunting and job-getting skills.	x		
Objective 5: EBCE students will demonstrate a high level of self-awareness and career awareness.			x
Objective 6: EBCE students will demonstrate an understanding of the necessity of developing marketable skills.		x	
Objective 7: EBCE students will show an understanding of the job qualifications and work tasks for various occupations.			x
Objective 8: EBCE students will be more likely to explore and select career areas which are different from those normally expected for their sex role.	x		
Objective 9: Parents and the community will accept the EBCE concept as a valid alternative to the traditional educational process.		x	
Objective 10. EBCE students will attend school regularly, complete course work successfully and show good deportment.		x	
Objective 11: EBCE students will become more aware of the importance of interpersonal skills in obtaining ajob and pursuing a career.		x	
Objective 12: EBCE students will demonstrate improved social skills.		x	

V. RECOMMENDATIONS

1. The EBCE program should be continued as an alternative program in the Harrisburg City School District. It has proven to be able to meet the needs of a significant number of students in the three years it has been in operation.

2. The program, if at all possible, should be located in another building as it has been in the past. Physically being able to locate a student in another setting has been a real advantage for the program.

3. Learning Coordinators should establish and maintain communication with Resource Persons throughout the academic year.

4. Resource Persons should attend a meeting in which their role is discussed. The meeting should be at the Center where the students are located so that they can see the facilities and have an opportunity to talk with EBCE staff about the program. Resource Persons should also be encouraged to talk among themselves about how the program works in their setting.

5. Experience-site guides need to be rewritten to reflect the activities which students are engaged in on the sites. This could be accomplished at a meeting with Resource Persons.

6. More experience sites should be added.